DOCUMENT RESUME

ED 131 559 EA 008 879

TITLE Co-operation in Curriculum Explorations. Report of a High-Level Personnel Exchange Workshop (Pakistan, 1-10 November 1975).

INSTITUTION Ministry of Education, Islamabad (Pakistan).; United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

PUB DATE Nov 75

NOTE 57p.

AVAILABLE FROM Unipub, P.O. Box 433, Murray Hill Station, New York, New York 10016 ($5.35)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.

DESCRIPTORS *Change Strategies; *Conference Reports; *Curriculum Design; *Curriculum Development; Elementary Secondary Education; Experimental Programs; Post Secondary Education; Program Descriptions; *Regional Cooperation; Workshops

IDENTIFIERS Indonesia; Iran; Pakistan; Sri Lanka

ABSTRACT

This report summarizes the High-Level Personnel Exchange Workshop on Curriculum Development that was held in Islamabad and Karachi, Pakistan, November 1-10, 1975. Attending the workshop were nine representatives from Iran, Indonesia, Pakistan, and Sri Lanka. Purpose of the workshop was (1) to deliberate on the current curriculum activities in the member states in relation to similar activities in other countries, (2) to identify common problems and issues in curriculum development, (3) to determine possible ways and means to deal with the problems, and (4) to suggest followup activities for fostering collaboration among the member states in the area of curriculum development. The report is organized in five main chapters that reflect the major topics considered during the workshop, including (1) new conceptions and directions in curriculum development, (2) sharable experiences in curriculum development, (3) problems and strategies of curriculum design, (4) problems and strategies of curriculum development, and (5) strengthening collaboration in curriculum development. (Author/JG)

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ED131559

ASIAN PROGRAMME OF EDUCATIONAL INNOVATION FOR DEVELOPMENT APEID

Co-operation in Curriculum Explorations

Report of a High-level Personnel Exchange Workshop
(Pakistan, 1 - 10 November 1975)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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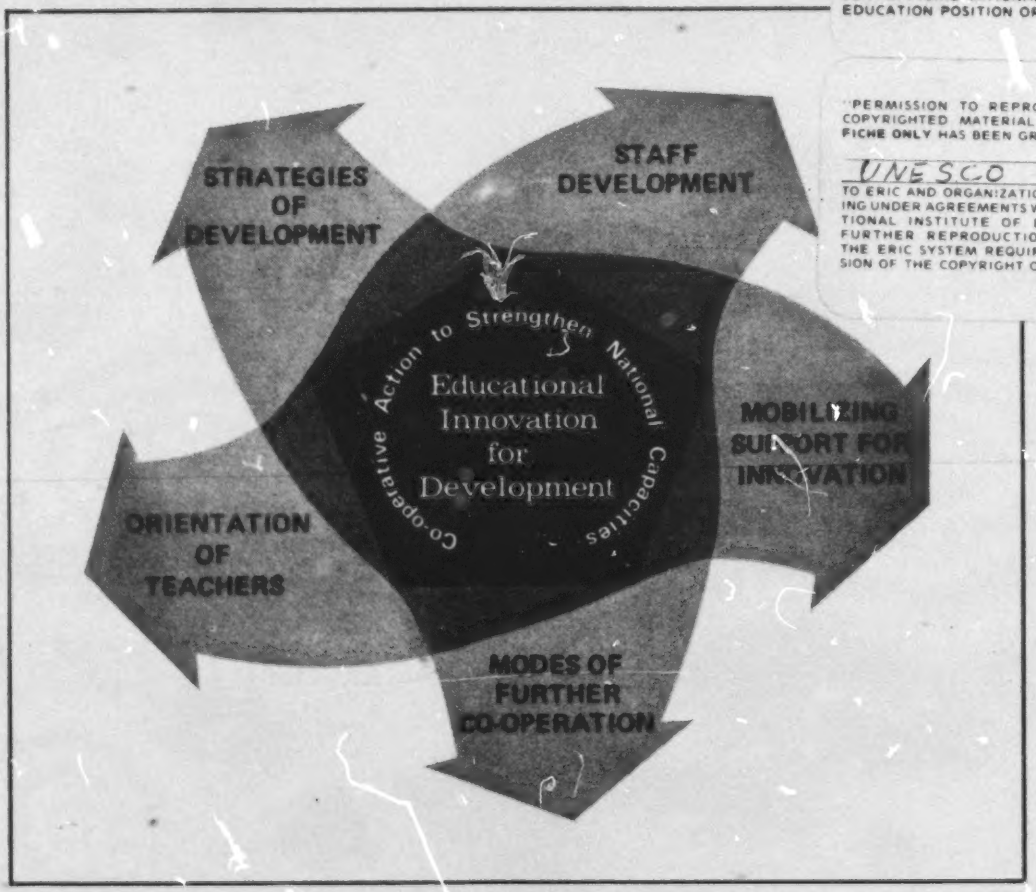

EA 008 879

National Bureau of Curricula and Textbooks, Ministry of Education, Islamabad, Pakistan

Asian Centre of Educational Innovation for Development
UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA, BANGKOK, THAILAND

Unesco. Asian Centre of Educational Innovation for Development. High-level Personnel Exchange Workshop, Pakistan, 1-10 November 1975.
Co-operation in curriculum explorations, report /of the Workshop/ organized by ACEID and the National Bureau of Curricula and Textbooks, Ministry of Education, Islamabad, Pakistan. Bangkok, Unesco Regional Office for Education in Asia, 1976.
52 p. (Asian Programme of Educational Innovation for Development)

1. EDUCATIONAL INNOVATIONS - ASIA. 2. CURRICULUM PLANNING. I. Unesco. Regional Office for Education in Asia, Bangkok. II. Series.

375

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$5.35

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Published by the Unesco Regional Office for Education in Asia
920 Sukhumvit Road
P.O. Box 1425
Bangkok, Thailand

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Chapter I

INTRODUCTION

The High-Level Personnel Exchange Workshop on Curriculum Development jointly organized by the Asian Centre of Educational Innovation for Development (ACEID) and the National Bureau of Curriculum and Textbooks, Ministry of Education, Pakistan, met at Islamabad from 1 to 7 November 1975, and concluded in Karachi on 10 November 1975. The participants visited projects in Islamabad, Lahore and Hyderabad from 7 to 9 November.

Background

This was the first High-Level Workshop to be organized under the Asian Programme of Educational Innovation for Development (APEID). Similar sub-regional workshops will be organized later for other participating countries.

Terms of reference

The High-Level Personnel Exchange Workshop was intended:

i) to deliberate on the experiences of the current curriculum activities in the Member States in relation to similar activities in the world;

ii) to identify common problems and issues in curriculum development;

iii) to determine possible ways and means to deal with the problems; and

iv) to suggest follow-up activities in order to foster collaboration among the Member States in the area of curriculum development.

Participants

The meeting was attended by 9 high-level specialists from four countries: two from Iran, two from Indonesia, four from Pakistan and one from Sri Lanka.

Inauguration

The Workshop was inaugurated on 1 November 1975, at the National Bureau of Curriculum and Textbooks, by Mr. Abdul Hafeez Pirzada, Minister for Education and Provincial Co-ordination, Government of Pakistan. In his keynote address the Minister emphasized the importance that the Government of Pakistan attaches to innovations in education and made a particular mention of the agro-technical studies programmes launched by the present Government. He referred to the important experiences which, he hoped, would be shared by others with the participants from Indonesia, Iran and Sri Lanka, mentioning in particular the Indonesian project of universalization of education, the Iranian programmes of Adult Literacy and Sri Lanka's projects for linking the community and the school.

The Minister eulogized the Unesco Asian Programme of Educational Innovation for Development, pointing out that the programme would enable the developing countries to utilize the untapped valuable resources of each other's experiences for their accelerated development. The workshop was advised to take into consideration the sensitive nature of curricular changes and to promote the widest possible collaboration in this work and to suggest mechanisms for promoting the participation of the society as a whole in curriculum development and implementation. (Full text is at Annex IV).

Dr. R.A. Shah, Head of the host Centre, welcomed the participants and presented an outline of the activities, plans and working procedures of his centre.

Professor M. Ajmal, Secretary of Education, extending a welcome to the participants on behalf of the Government of Pakistan, pointed out that the Workshop should give serious thought to the involvement of the teaching community in the development of curriculum. He added that the participants have to keep in view the changing concept of development in the context of the third world.

Dr. A. Latif, Chief of ACEID, welcomed the participants on behalf of Unesco and thanked the host Government and the host Centre for their hospitality and preparations for the Workshop as well as the Governments of the other participating countries for their collaboration. He also introduced the salient features of APEID under which the Workshop was being convened.

The inaugural ceremony was attended by heads of all the units in the Ministry of Education; heads and senior staff members of educational institutions, including the University of Islamabad, University Grants Commission, National Science Foundation, People's Open University, Provincial Textbook Boards and the staff of the host institution; representatives of the diplomatic services of some of the participating countries; the Deputy Representative of the United Nations Development Programme (UNDP) and members of other United Nations and international agencies and organizations.

Officers of the Workshop

The following were unanimously elected as the Officers of the Workshop:

Dr. R.A. Shah	-	Chairman
Mr. K.D. Ariyadasa	-	Co-chairman
Mr. Behrouz Djazaeri	) -	Rapporteurs
Mr. Lexy Moleong	)	

Mr. Abdullah Khadim Hussain acted as Secretary of the Workshop.

The Secretariat of the Workshop comprised the Chairman, the Head of the host Centre, the Secretary General of National Commission, the Vice-Chairman of the National Development Group, the Secretary of the Workshop, and the Chief of ACEID.

All members of the Workshop acted as the Steering Committee and met daily after the evening session.

Procedure

The agenda of the Workshop was developed by the participants themselves. The only events for which definite commitments had been made before its beginning were the inauguration, presentation of major developments in curriculum in the host country on 2 November and visits to projects in Islamabad, Lahore and Hyderabad on 7, 8 and 9 November 1975.

After the election of Officers, the Workshop discussed the problems and issues in the participating Member States, in particular those of the centres and agencies with which the participants were concerned. In the light of these discussions the agenda was drawn up for 2-6 November 1975. The agenda was kept open-ended in the beginning and was firmly established in the light of subsequent discussions on 3 November. A copy of the agenda is attached as Annex I.

The participants decided to consider the new concepts and directions in the field of curriculum development in the light of their common experience as well as the work of earlier meetings held under APEID. This was to provide a common language and frame of reference for the subsequent discussions. They then proceeded to prepare the resource material as a basis for discussions, in a mutually agreed form. Each participant gave a statement of the responsibility of his organization, the work which had been done or undertaken by the organization, the problems it had faced, the experiences that the work of the organization had generated and which could be of transferable value to other countries, and the expectations that the participants had from the workshop.

The Workshop considered the problems and discussed alternative solutions in the light of the experiences of the participants in respect of curriculum designing and implementation. In-service training of teachers, mobilization of resources, promoting commitment and enlisting support of the community were treated as part of curriculum development activities.

The report

After each discussion the participants assisted the Rapporteurs in the compilation of the report, problem-by-problem, so that the report was written as the Workshop progressed.

The draft report was presented at the concluding session of the Workshop on 10 November 1975 in Karachi, and adopted with modifications. The suggested modifications have been incorporated in this final version.

Chapter II

NEW CONCEPTIONS AND DIRECTIONS

Since various terms relevant to education and curriculum development are used with varying connotations in conferences and workshops, the participants felt a need to develop a common language in order to promote a meaningful dialogue. As the concepts like 'education', 'development', 'teacher', 'learner', etc., have undergone considerable change, it would be necessary to agree on the meaning of these terms being used in discussions during the Workshop. Another reason for attempting this exercise is that several of the terms had been given definite meaning in the reports of earlier meetings of APEID but these documents were not available to the participants. Such information should be synthesised for the sake of continuity and for accumulatively building up the knowledge base within the framework of APEID and other such programmes.

Apart from the definitions, some new directions of effort are indicated in the reports of the previous meetings organized under APEID in other programme areas such as Educational Technology, Resource Mobilization and Teacher Training. Rather than reviewing the same ground, it was regarded useful for the purpose of this Workshop to examine such directions and to arrive at a consensus based on the policies and plans of the participating countries.

The new conceptions and directions as presented in this Chapter are therefore the synthesis of the work of previous groups as well as the contributions made by this Workshop. These provide the context in which the findings and recommendations are presented in the subsequent chapters. The key terms have been grouped under three categories :

1. Education for development ;
2. Relevant innovations in curriculum ; and
3. Technology and modernization.

Education for development

An attempt is made to explain the term development and education and to indicate the strategies which the countries participating in the Workshop have accepted as their directional goals. The meanings of these two terms provide the framework in which curriculum is developed.

Development

Development is the building up of psychosociological and institutional capabilities for self-generating processes of educational change relevant to the changing concepts and goals in the socio-economic and cultural domains.

The goals may be divided into three broad categories:

a) Those for promoting socio-economic growth, such as health and nutrition, rural transformation and skills development;

b) Those for promoting social justice;

c) Those for preserving national identity.

As pointed out in the Second Regional Consultation Meeting on APEID (May 1975), strategies of development are themselves undergoing change as the new notions of development evolve. These changes have implications for education and would be reflected in APEID, not by drastic alterations in the programme which is already being implemented, but by shifts in emphasis on various activities, in the light of (1) self-help, and, (2) international co-operation.

It is also observed that basic functional education has already emerged as a central focus of reform in the participating Member States and is reflected in APEID, with its emphasis on health and nutrition, rural transformation and skill development.

Education

As elucidated in the report of the APEID Programme Development Meeting (November 1973), education is a process of learning and a societal function taking place in formal, non-formal and informal settings. Education is a function that takes place:

a) in schools,
b) in homes,
c) in communities,
d) in public agencies, and
e) through self-learning.

Education must:

a) continue throughout people's lives;

b) be democratic (equality of opportunity; active participation of teacher, learner and the community growing out of the recognition that everyone has the ability to benefit from and contribute toward learning);

c) interrelate work and learning;

d) interrelate school and out-of-school activities;

e) promote self-reliance, self-evaluation and creativity.

Relevant innovations in curriculum

The Workshop was concerned with clarifying the conception and examining the strategies for promotion of relevant innovations in curriculum. In this section, the basic terms 'relevant', 'innovation' and 'curriculum' have been explained. Since curriculum development deals with the specification of 'goals', 'aims' and 'objectives' (which terms are often used interchangeably) and with

the teaching/learning situations characterized by connection between 'teachers' and 'learners', it is useful to explain these subsidiary terms also. In all cases, an attempt has been made to bring out the implications of the changed conception of the key terms, in order to achieve clarity and strengthen the process of curriculum construction.

Innovation

A planned change for achieving a desired objective.

Relevant

Functional in terms of national goals, and learners' ability to cope with living.

Curriculum

All organized activities in learning and teaching that are available to the learners to achieve the set goals, aims and objectives.

The curriculum comprises three main aspects; namely, educational objectives, learning experiences and evaluation. These aspects and their interrelationships, as well as the national development policies, should be kept constantly in view in designing the curriculum.

The characteristics of the curriculum which would provide guidelines for designing the curriculum in the context of APEID should, according to the Programme Development Meeting (November 1973) include:

a) Exposing to broad areas of learning;
b) Enhancement of educability;
c) Contribution to development; and
d) Contribution to life styles.

The curriculum should, as far as possible, accord with the concept of functional education as elucidated in the APEID Report on Teacher Education and Curriculum for Development (Quezon City, May 1975: extracts from these reports are given in Annex VI).

Learner

The learner is a person who participates actively and intelligently in a situation which gives him knowledge, values and skills—or all of them—or strengthens what he has already learned, or brings about a re-assessment of them possibly leading to acquiring new insights into them.

The learners may be:

a) regular school children;
b) people in the community, chiefly out-of-school youth and adults;
c) regular school teachers.

Teacher

The definition of the teacher must be in consonance with the concept of learner and of education as defined above. Since teaching would be done by most members of the society, the term formal teacher would include:

a) the regular school teacher;
b) the adult members of the community (including persons working in community development agencies);
c) school children.

The teacher is expected to avail of the material resources. The resources available may be those found: (a) in the school; (b) in the homes, or (c) in the development agencies, both public and private.

In this context, the 'formal teachers' would have to assume new roles, as promoter, facilitator, organizer, and manager of learning. They will need also to perform their present function as transmitter of certain cognitive skills, such as reading, writing and computation. There would be a need to re-design the teacher education programmes in terms of their expanded role and to enhance their own educability in terms of the statement in Annex VI.

Goals, aims and objectives

Goals are overall education sector's objectives derived from national goals.

Aims are the interpretation of these goals by subsections and stages of education in terms of disciplines and target groups.

Objectives are specific instructional outcomes of a particular educational activity.

Technology and modernization

The area of technology is variously conceived and therefore needs to be explained with special reference to its meaning and significance in education in general, and for curriculum change in particular. Also the significance of its role and the appropriate strategies for developing countries need to be examined. Another term, modernization, similar in conception to technology, is also often misunderstood.

Technology

This may be said to mean services and bodies of knowledge employed to foster, to accelerate and to facilitate learning.

The environmental indigenous services cover those from: (a) material resources (stores, plants, waste material, tins); (b) human resources (teachers, parents, craftsman, technicians and professionals); (c) cultural resources (drama, folk tales, folk dances); (d) socio-economic resources (farms, factories, banks, work places, projects).

Capital-intensive resources include: (a) more sophisticated means (teaching machines, computers, mass media); (b) the new techniques of teaching and learning (like programmed learning, micro-teaching, computer-assisted instruction). In the Asian context, there is a need to develop simple techniques incorporating the principles of these costly techniques, without using the expensive gadgetry and materials, and to investigate the combining of different techniques to achieve optimum results.

Modernization

Apart from technology, 'modernization' covers two other aspects:

a) in terms of the content of different disciplines;

b) extending the definition of contents to incorporate latest theories and practices of advanced countries in consonance with the socio-cultural background of the concerned Member State.

In promoting modernization, a person shows particular concern with the following considerations:

a) conceptions of education, learning, learner and teacher;

b) content;

c) new theories and principles practised both in advanced and developing countries for socio-economic development;

d) creation of technologies in keeping with the definition of technology as given before.

Limitations and scope

Several agencies in the countries of the participants are involved in promoting changes in the directions indicated above. Such agencies have been established by the Government both inside and outside of their educational system. The discussions and deliberations in the Workshop were however limited to the experiences, problems and the immediate plans of the following agencies:

Country	Agency
Indonesia	1. Office of Educational and Cultural Research and Development, Ministry of Education.
	2. Directorate of Secondary Education, Directorate General of Primary and Secondary Education.
Iran	1. Office of Adviser to Deputy Minister of Education, responsible for innovation.
	2. Office of Educational Innovation and Technology, Ministry of Science and Higher Learning.
Pakistan	1. Ministry of Education (Curriculum Wing).
	2. Curriculum Research and Development Centre. Punjab Education Department.
	3. Curriculum Bureau and Education Extension Centre, Sind.
Sri Lanka	1. Curriculum Development Centre.

All of these agencies have been established within the last few years. Their establishment reflects the concern of the governments of participating countries to achieve their goals in certain particular areas through the creation of new structures.

It would also be pertinent to mention that the working of these agencies shows that the countries represented at the Workshop are keen to integrate their efforts and establish linkages among agencies following similar or complementary aims. This is illustrated by the way the agencies represented at this Workshop operate.

It will be observed that the Workshop limited its attention to current activities, the plans for the immediate future, and the problems being faced. It will also be noted that new structures have been established in all participating Member States and that there is a conscious and planned effort to interrelate in each case the work of several cognate agencies.

Chapter III

SHAREABLE EXPERIENCES

The participants had discussed their innovative experiences in curriculum development. It was decided to use a common format in which the important innovations in curriculum development were to be presented in this report.

The short write-ups prepared by the participants as reproduced in this chapter were used for discussion of the problems faced in curriculum development and in formulating recommendations for strengthening collaboration among participating countries as reported in the subsequent chapters.

INDONESIA

A. The Development School Pilot Project

- Date of Initiation: December 1971

- New Structures, Methods and Techniques:

1. A new curriculum structure has been developed which is called the Multi-exit/entry system (5-3-3). In this system it is acknowledged that many children leave formal schools before the end of the eleven-year course provided. The hope is that school learning will be concentrated at three stages; that is after the 6th, 9th, and 12th year of learning. To accommodate this transition, courses are to be prepared for year 6, 9 and 12, as preparation for entry into employment. Year 12 will be for college preparation as well (see Figure 1).

2. New syllabuses called the Basic Course Outlines have been formulated deriving from the National Goal and Educational objectives downward to subject objectives and instructional objectives.

3. A new delivery system has been implemented; namely the Modular Instruction System. It is individualized and flexible for both the student and the teacher, and provides a maximum of student freedom for independent study which is very important for motivating his learning, and active participation.

Key innovative features

The Development School is evolving a radically new system with the following features:

1. a multi-exit/entry system curriculum structure;
2. the provision of opportunities for school and student choice of courses in grades X and XI; (See Figure 2)

Figure 1. Development School Pilot Project: Comparative view of the old and new structures

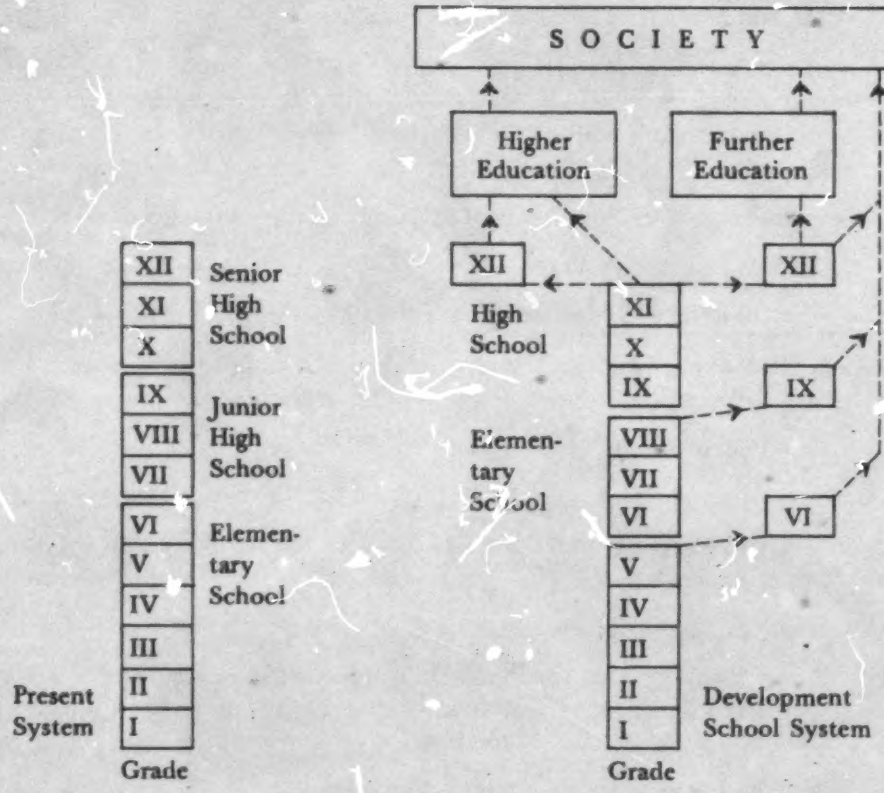
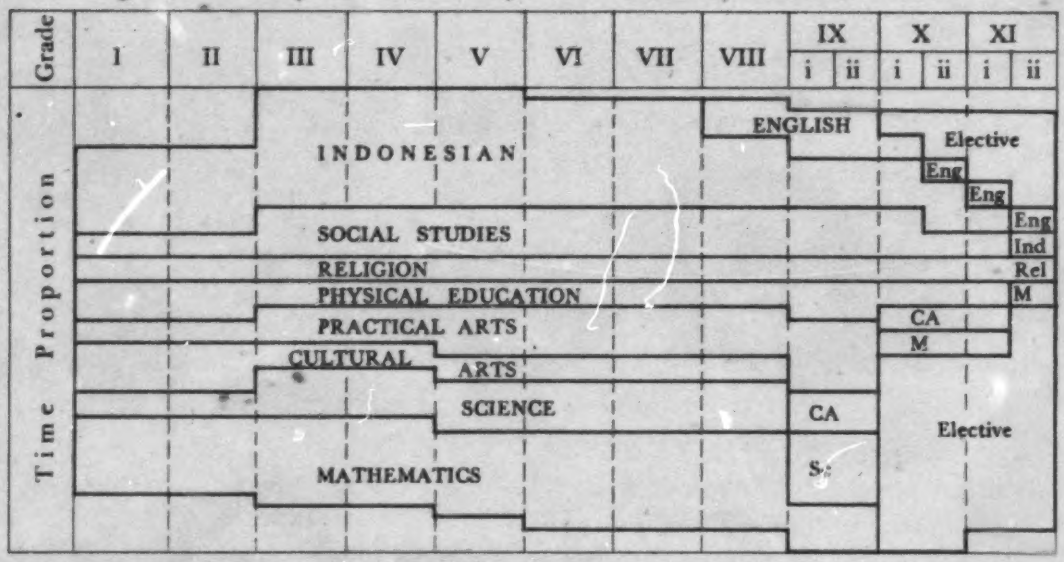


Figure 2. Development School Project: A multi-entry curriculum structure



3. the basing of courses on short modules having specified entry conditions and exit objectives which can be modified or replaced freely (the possibility of a branching system, permitting choice between parallel courses exists here).

Each module contains (a) a student-activity manual in self-instructional form; (b) a worksheet; (c) a test sheet for application at the end of the module; (d) a teacher guide; (e) a key for the worksheet; (f) a key for the test; (g) equipment if necessary.

B. New Procedure in Developing and Implementing Instructional System

- Date of Initiation: 1974

- New Structures, Methods and Techniques

1. In making preparation the teacher has to develop systematically his instructional system for each unit lesson of the courses, as to

a) formulating behavioural objectives;

b) planning a systematic teaching and learning process;

c) developing methods to be used in the teaching and learning process;

d) construction of tests for evaluation.

2. In teaching, the teacher should follow the systematic teaching and learning process which he has developed and should utilize all the supportive elements available.

3. The new underlying principles are:

a) clearly-stated objectives which perform a useful function to the student and the teacher in directing the teaching and learning process;

b) the systematic teaching and learning process;

c) the evaluation system which covers the formative as well as summative aspects of evaluation.

- Importance

The new instructional procedural development gives the teachers innovative ideas and experiences. Its features are:

1. Clearly-stated objectives;

2. Systematic teaching and learning process;

3. Flexibility of developing and preparing the relevant supportive teaching and learning materials;

4. Formative as well as summative evaluation which means that mastery learning is applied in the new system.

The new procedure has been applied in the present primary and secondary school.

C. Curriculum Management

- Date of Initiation: 1974

- New Structures, Methods and Techniques:

The strategy is as follows:

1. Provincial supervisors and headmasters assembled nationally and provincially are thoroughly briefed in everything that has to do with the new curriculum, including the philosophy, content, new methods of teaching and learning, lesson preparation and evaluation;

2. After that, teachers of various subjects come together for a short training course, where they are trained in the implementation of their own syllabus:

   a) Practical problems are discussed;

   b) Programme of training:

      - Structure of the new curriculum and its philosophy;
      - Content of the curriculum;
      - New methods;
      - Lesson preparation;
      - Evaluation

3. Local supervisors and headmasters, since they are already trained themselves, are further responsible for seriously carrying out the programme.

- Importance

Within a limit of time, the new curriculum will be implemented throughout the country. Since all State schools are to be equipped with equal or similar facilities, we hope to reach a situation in which the quality of education in all schools of the same kind will be on the same level.

D. Curriculum Implementation: Rationalization of Supervision

- Date of Initiation:

Although supervising is not a new concept, since 1974 we have tried to follow a more intensive method.

- New Structures, Methods and Techniques:

Answers to the following questions were attempted:

1. Who is to be supervised?
2. What is to be supervised?
3. Who are the supervisors?

4. How is the job to be done?

a) To be supervised:

(1) Local supervisors;

(2) Headmasters;

(3) Teachers;

(4) School administrative personnel;

(5) Students.

b) What is to be supervised:

(1) Local supervisor: - Supervising ability;

(2) Headmaster: - Leadership;
- Administrative ability;
- Educative ability;
- Communicative ability.

(3) Teacher: - Knowledge;
- Teaching ability;
- Relationship to (i) Headmaster; (ii) other teachers, and (iii) students.

(4) Administrative personnel: - Administrative performance

(5) Students: - Learning performance.

c) Who is to be supervised by whom:

To be supervised / Supervisor	Local Supervisor	Head-master	Teacher	Adm. pers.	Students
Central Office	/	/			
Provisional Representative	/	/	/		
Head Provisional Supervisory Office	/	/	/	/	
Local Supervisors		/	/	/	/
Headmaster			/	/	/
Teacher					/

d) How to do the job:

A set of forms is available, wherein is clearly stated what is to be done. It contains several questionnaires which have to be filled in and sent to the provincial supervisory office for further analyzing.

- Importance

Good supervision is essential if we are going to make education a means of economic, cultural and social change. We have therefore to set up a system that can assure the performance of all the activities that can lead to the attainment of our goals.

E. Curriculum Implementation: In-service Teacher Education

- Date of Initiation: Seriously tackled since 1974

- New Structures, Methods and Techniques:

The following strategies were undertaken:

1. Outstanding teachers are trained in a National Training Centre to become 'master teachers' or 'master trainers'.
2. Back in their province they are attached to the Regional Training Centre, where they plan and organize training for local teachers.

- Importance

This decentralization of teacher training is important for the following reasons:

1. It is cheaper;
2. As there are 6 regional centres which will provide training at the same time, the number of teachers being trained will be 6 times more than had been previously trained centrally.
3. This means also that, in a short time, the quality of a large number of teachers will be enhanced.

IRAN

A. The University of Revolution Corps

- Date of Initiation: 1968-69

- New Structures, Methods and Techniques:

The University of Revolution Corps curriculum is evolved out of the two years the students have spent in the village, teaching and raising the general standard of life, and their felt needs for teaching. On some subjects, such as agriculture, the actual work is done in the camps and the students are involved in that work.

B. Institute for Research and Planning in Science and Education.

- Date of Initiation: 1965

- New Structures, Methods and Techniques:

The Institute for Research and Planning in Science Education is involved in research for development of curriculum and attempting

to get an insight on the new needs of students in the light of changes in social and economic structure. It is mainly concerned with curriculum development for the formal education system.

C. National Centre for Adult Education

- Date of Initiation: 1970
- New Structures, Methods and Techniques:

The National Centre for Adult Education looks into the needs and format of education in its new role, and the formation of curricula to suit such needs with regard to the non-formal section of education.

D. Education Corps

- Date of Initiation: 1962
- New Structures, Methods and Techniques:

In October 1962, the order for the formation of the Education Corps was issued. Since then more than 100,000 Education Corps men and women have taught in remote villages of Iran. They undergo a six-month training before they start teaching in the villages. The purpose of this project is to educate rural people and has been a success. The Education Corps University was recently established to enable Education Corps men and women to continue their education.

E. Tribal Education

- Date of Initiation: 1955
- New Structures, Methods and Techniques:

This project was implemented about 20 years ago. Under the project, the school is a white tent in which children are taught. The teachers come from among tribal people. They live with them and they move with the tribes when they travel from place to place. Consolidated secondary schools have been newly established for tribal children. The purpose of this project is to educate the tribal children according to local conditions.

F. Literacy Campaign

- Date of Initiation: 1945
- New Structures, Methods and Techniques:

This project started 30 years ago and all the governmental and non-governmental organizations took part. We improved literacy from 25% in the past to 75% at present. New programmes have been prepared to completely eradicate illiteracy in 15 years. The purpose of implementing this project was to have a realistic and societal campaign to eradicate illiteracy in the country.

PAKISTAN

A. Involvement and participation of federating units and implementing agencies in curriculum development and implementation

- Date of Initiation: 1972-75

- New Structures, Methods and Techniques:

Curricula, syllabuses, standards of education, policy, and planning have been placed, according to the Constitution of Pakistan, on the current list of federal subjects. This implies that the Federal Government and the federating units will develop curricula together.

Pakistan has developed a fabric of committee work. At every stage of curriculum development, starting from goals and aims of education to the final curricula in individual subjects, the entire work is done by committees with a broad-based composition. The committees are formed on the basis of nominations from the relevant agencies such as the Federal Ministry of Education, the Provincial Ministries of Education, the Provincial Curriculum Centres, the Boards of Education, the Textbook Boards, the Education Extension Centres, the Universities—and eminent educationists, teachers and other citizens.

The draft reports are circulated to teachers, students parents and citizens for comments, in the light of which they are finalized.

- Importance

Since the objective is to develop a curriculum which is relevant, practical, realistic and meaningful, and acceptable to teachers and the community, this strategy not only involves all participating agencies in developing curriculum but in implementing it as well.

B. Integration of the School and the Community

- Date of Initiation: 1973-75

- New Structures, Methods and Techniques:

The Agro-Technical Studies component of the school curriculum aims at imparting productive and saleable skills so that those who go out of the school system can be absorbed in the economy of the local community.

Detailed mapping has been done to identify:

1. the local trades of communities over each area for which expertise is available and there is potential for growth;
2. local facilities of workshops, farms and markets available in the community;
3. facilities of workshops, farms and other vocational installations available in the schools.

With this survey, trades including farming skills which are being practised in the community for which local artisans and skilled farms with necessary competencies are available are introduced in the schools. However, the workshops are being made productive units, the benefit of which would go to those who participate in the effort.

Curriculum and job sheets were prepared in Lahore for its three components:

a) Agricultural

b) Industrial, and

c) Home Economics - introduced in grade VI in 1974 and grade VII (1975) in more than 500 schools in the Punjab - Also introduced in Sind in a number of schools. - A workshop was held in Lyallpur for the training of teachers.

- Importance

By causing educational institutions to become participants in the production and development effort of the community, these become the centres of creative thinking and productive activity which generate the interest and participation of the community and bridge the gap between the school and the community.

C. Evaluation of curriculum in the process

- Date of Initiation: 1972-75

- New Structures, Methods and Techniques:

All curriculum proposals are evaluated before being finally adopted. They go through the following steps:

1. The draft goals and aims of education, schemes of studies at various levels and draft curricula in individual subjects are circulated for comment to teachers, subject specialists and other educationists, parents and leading citizens.

2. Comments are also obtained by curriculum centres through calling special meetings of teachers, parents and subject specialists.

3. The comments obtained are classified and consolidated and placed before the national committees for individual subjects; or for the scheme of studies. The curriculum reports are tentatively finalized in the light of the comments.

4. Any lessons or concepts about which there is any doubt in the minds of the national committee members are subjected to micro-testing. This is done on the basis of stratified random sampling. Teachers from typical rural and urban settings are

selected and trained in the strategies and concepts of the new curriculum. They then go back and teach these lessons/ concepts in the school from which they come. The teachers and students themselves are involved in curriculum redesigning in the process of micro-testing. On the basis of the results, including suggestions received from students, curriculum is revised and modified.

- Importance

In view of the time and financial constraints this innovation combines involvement and participation with evaluation in the process.

D. Teaching kits

- Date of Initiation: 1974-75

- New Structures, Methods and Techniques:

A project estimated to cost about Rs. 8.6 crores (86 million Rupees) has been prepared to supply teaching kits to teachers in primary schools throughout the country so as to help them improve the quality of education and implement the new curricula. The project envisages the supply of kits to about 55,000 primary schools. Out of those, 10,000 kits will be produced during the next fiscal year with the collaboration of UNICEF for supply to schools.

The proposed kits, to be made from indigenous materials, will include a variety of materials and equipment in all school subjects including Science, Mathematics, Social Studies and languages. Each kit will be a self-sufficient package comprising all those elements which are needed to perform experiments and activities in accordance with the new curricula being introduced in different classes. Together with those kits, a teacher's tool box containing basic tools and instruments will also be supplied to schools so as to help the teachers to produce inexpensive instructional materials on their own.

A National Committee of subject specialists and experts has been created to supervise the implementation of the project. This Committee has already finalized the proposed teaching kits. The prototypes of these items have been produced at the National Educational Equipment Centre, Lahore. In order to effectively implement this project, an instructional manual is also being developed to go along with the teaching kits.

- Importance

The project will help to ensure the effective implementation of the new curriculum at the grass-root level.

SRI LANKA

A. Pre-vocational studies at junior secondary stage

- Date of Initiation: January 1972

- New Structures, Methods and Techniques:

The project is based upon the inclusion of study materials concerning more than 80 vocations practised by the community as subjects in the school curriculum. Objectives include the inculcation of right attitudes, the comprehension of appropriate aspects of selected vocations and gaining appropppriate degrees of proficiency in skills related to the vocations. The knowledge gained through other studies, such as mathematics and science, is being applied in pre-vocational studies. Community involvement is ensured through:

1. Consultation of community in selecting vocations;
2. Recruitment of skilled and talented members of the community to assist teachers in developing syllabuses and in classroom activities, to assist in designing tests for assessment of pupil performance and the in-service training of teachers.

Schools are given the freedom to propose their own curricula and schemes of work, with the assistance of the school community and based on suggestions given by the Curriculum Development Centre.

- Importance

The inclusion of pre-vocational studies in the school curriculum is viewed as extending the frontiers of general education. It is a positive contribution to bridging the gulf that existed between the school and the community.

B. The Integrated Science Curriculum at the Junior Secondary Stage

- Date of Initiation: 1 January 1972

- New Structures, Methods and Techniques:

This project attempts to cut across the subject barriers of physics, chemistry and biology that characterized the earlier programme by bringing to bear the concepts and processes of science in understanding scientific phenomena that relate to the problems of life. It is problem-oriented and supportive of other areas of study, such as pre-vocational studies. The resources of the area are used in the teaching of science. Simple science kits devised by the Curriculum Development Centre are used in teaching. Many of the practical aspects of the syllabus rely on the use which the science teachers make of the environment.

- Importance

Its principal importance may be the utilization of the science resources available for teaching science to all of the pupils at the junior secondary stage. It is also valuable in seeking to inculcate the spirit of scientific inquiry in all of the nation's children.

C. The Integrated Primary Curriculum

- Date of Initiation: January 1973

- New Structures, Methods, and Techniques:

The teacher's role is as associate in the search for knowledge, building in the child an attitude of love for study which would stay with him for the rest of his life. The need for the child to be active and to learn by doing is recognized. The project operates through integrated activity based on learning through unit and project work. The themes considered relevant to the primary school child around which the integrated activities are built are:

1. Our houses and the people who live in them;
2. Things we eat and drink;
3. Things we wear;
4. Things which help us work;
5. How we live in mixed communities;
6. The world around us;
7. Our school and its neighbourhood;
8. People who help us;
9. How we travel and communicate;
10. Our earth and the sky above it;
11. Things we see and hear.

- Importance

Making school a pleasurable experience. Learning made meaningful. The inculcation of right attitudes. Cutting down the repetition and drop-out rates that were due to educational factors.

D. The In-Service Education of Teachers

- Date of Initiation: January 1972

- New Structures, Methods and Techniques:

This project is distinctive owing to the comprehensive nature of the coverage provided. It operates through the use of intermediaries called 'subject advisers'. There is continuous training of subject advisers by curriculum committees. The project is planned for year-round in-service education geared to new curricula carried out at centres within the circuits of Inspectors close to schools. A variety of in-service courses is provided.

- Importance

The project leads to a gain in confidence by teachers: the feeling of insecurity on the part of teachers as a result of the introduction of innovations in education is diminished or even eliminated. There is an improvement in pupil performance.

E. The Integrated Social Studies Programme in the Junior Secondary Stage

- Date of Initiation: January 1972

- New Structures, Methods and Techniques:

The project cuts across compartmentalized subject barriers of history, geography, economics and civics by bringing an integrated approach to the study of social issues. Studies are based on a thematic presentation, providing themes from school and its environment to the larger issues of technology and development. Surveys, investigations and researches are encouraged.

- Importance

This project seeks to provide the right attitudes and skills in understanding social issues and problems as they affect the pupil, his country and the world. It also contributes to broadening the base of general education.

Chapter IV

PROBLEMS AND STRATEGIES OF CURRICULUM DESIGNING

The participants identified the common problems faced in curriculum designing and discussed the nature and dimensions of each problem and the strategies used in the participating countries to cope with them. Later, they deliberated on alternative methods to resolve them.

Modernization of curriculum

In the implementation of any curriculum change, a conflict between the conservative and progressive forces is experienced. This conflict is caused because of the nature of the attitudes and prejudices among these groups. This conflict can probably be due to lack of understanding, appreciation and basic education among the population as a whole. It may be pointed out that the same persons may be progressive in some respects and conservative in others. The main factors in resistence to change can be out-of-date knowledge, conservative attitudes and vested interests.

In Sri Lanka, by projecting the issues in terms of the benefits accruing from the reforms to the vast majority of the people, the opposition to the reforms was largely overcome and rendered ineffective.

In Iran, the Government has nationalized the production and distribution of textbooks. The Ministry of Education of Iran invited the Director of Education and one specialist from each province in 1975 in Teheran for orientation. They then held seminars with the teachers and specialists from the Department of Curriculum.

In Pakistan, a similar mechanism has been evolved through the creation of Textbook Boards.

In Indonesia, there is thought to be no opposition from any quarter which might constitute a problem.

In Pakistan, as in other countries, curriculum development bureaux or centres have been established to provide a detailed outline of curriculum structure, to indicate the learners' experiences and activities and to seek solutions to whatever problem there is at the committee level. Appropriate mechanisms have been established for deriving the educational aims from the national goals through the participation of educators, teachers, administrators, subject specialists, scholars and citizens at all stages.

Creating support for change through innovation

The proposed suggestions can be grouped as follows.

1. Use of the mass media :

   a) There should be series of talks on various topics and programmes on different aspects of educational including curriculum change.

   b) There should be series of discussions and other programmes on various aspects of curriculum on the television.

   c) There should be articles written in newspapers, magazines and periodicals, continuously and according to a planned programme, on themes relating to change in curriculum.

   d) The themes of change in curriculum and its impact on the life of the people may be woven into other programmes on radio and television and articles in the newspapers and not be confined to presentations meant exclusively for education.

2. Curriculum centres should come out with a series of newsletters and posters for free distribution among the students, parents and interested adults, highlighting the theme of change in the curriculum.

3. In order to implement and create impact, it was emphasized that school and community centres be equipped where possible with radio sets, television sets, newspapers and other media.

4. Meetings with the opinion makers in the public may be organized to discuss various aspects of change in the curriculum and its impact on the life of the people. Such meetings should be held at public level and not confined to educationists and teachers.

5. Films and other visuals such as posters on the subject of change and innovation in curriculum may be prepared in an artistic manner in the form of plays or stories. These visuals may be displayed at public places, particularly the recreation centres.

6. Parents' days and public days may be organized in the schools and community centres to familiarize the members of the community with the change.

7. All techniques for effective communication in various forms both in the radio and television programmes and in the newspapers columns should be used to convey the message of change.

It was recommended that follow-up programmes such as discussion groups at community centres after the radio programmes and television programmes and newspaper articles be organized to generate interest.

It was also considered appropriate to recommend that the institutions charged with the responsibilities of curriculum change approach Federal and Provincial Agencies for giving necessary support to such programmes.

Lack of research base

Adequate research studies to determine the needs and requirements of the learners in particular and society in general are usually not available to curriculum workers. It is therefore suggested that these studies should be conducted by the curriculum workers concurrently in the curriculum development centres to provide the research base necessary for devising new curricula or reviewing existing curricula. Efforts should be made to utilize the services of various agencies to undertake research studies according to needs, in collaboration with the curriculum development centres.

In Pakistan, before framing the curriculum, various agencies in the country such as the Boards of Secondary Education and the Research Departments in the Institutes of Education in the universities were contracted to conduct survey studies on the programmes in order to examine their shortcomings and strengths and put forth suggestions for new curricula at the second level. The reports of six such studies are available. The studies now in progress and to be completed by the middle of 1976 include (1) Study of factors contributing to drop-out; (2) Study of attitudes bearing on curriculum development; (3) Study on the developmental tasks of children at pre-primary and primary stages to validate the curricula accordingly; (4) Study of nutritional habits of children; and (5) Evolving an integrated text for grade I and similarly for grades II and III.

In Sri Lanka, all shades of opinion both in and outside the education sector were consulted in curriculum building. Studies supportive of curriculum building such as a Study on child development are being carried out. Other studies which have been or are being carried out are: (1) Teachers' attitudes to changes in the curriculum; (2) Evaluation of pupils' performance; and (3) In-service education of teachers.

The research base for curriculum development needs to be further strengthened. Whereas the findings of the study would not be directly applicable to other countries, the research tools used and insights generated would be valuable. Therefore, the exchange of materials and information among the countries, and exchange of such studies should be promoted. Similar studies conducted in other Asian countries should also be disseminated by ACEID.

Suggestions

1. Curriculum centres should build up an infrastructure for undertaking relevant action-oriented curriculum research.
2. Curriculum centres should be provided with the required funds to contract research projects in the country wherever the infrastructure exists.
3. Curriculum centres of the participating countries should exchange their materials and research findings among themselves.
4. ACEID could act as the collecting agency for such materials even from outside the Asian region and supply them to the participating countries.

5. The curriculum centres should evolve a permanent mechanism of linkage with other research organizations with a view to obtaining their relevant research materials.

Broad-based involvement of society in curriculum development: lack of co-operation of the units concerned and other agencies

In Sri Lanka, the expectations of the employers were identified by means of surveys through interviews and questionnaires in the skills domain. Through invitations extended to people outside the educational sphere to participate in the process of curriculum development, the society was involved in the process of building up curriculum. There is a broad-based involvement of different groups in society in the designing and framing of overall curriculum.

In the case of Iran, research is being undertaken in various disciplines with the intent of changing curricula and the introduction of innovative methods in the Institute for Research and Planning in Science and Education and the Iranian National Centre for Adult Education and Training. Steps are taken to involve high-level representatives of various Ministries, managers of industries, labour representatives and personnel from educational institutions in the designing and approval of the curriculum.

In Pakistan, there is need for greater collaboration and communication among different units of the same ministry as well as between various ministries concerned with the formulation and implementation of curriculum, particularly in agro-technical studies and non-formal education. In order to achieve the aims and objectives of agro-technical education, greater use of artisans and craftsmen in the community and farmers has to be made. Five members of the Parliament are on the National Education Council to supervise educational change and reform.

In Indonesia, in addition to the representatives from all these groups mentioned by Iran, representatives of Parliament are also included. The Parliament has a special commission charged with education which approves the curriculum design.

In Sri Lanka, ministries other than the Ministry of Education participate in the work of curriculum development. Co-operation is sought at all levels for such participation. Efforts are also made to ensure that the time of the staff of other Ministries spent on project work is considered as part of their legitimate duties. All divisions of the Ministry of Education are involved in the work of the curriculum centre.

In Iran, there is a regulation that if an employee takes part in a meeting he will be paid allowances in addition to his salary and each ministry has funds for those who come from other ministries. The Ministry of Education has funds out of which the officials of other ministries who participate in the meeting called by the Ministry of Education are paid allowances in addition to salary.

In Indonesia, the same facilities in respect of participants exist as in Iran.

It was felt that some of the suggestions made in connection with modernization are relevant to the solution of this problem.

It was also recommended that the following be associated and involved in the work of curriculum development:

1. All teachers' associations;
2. Student Unions in whatever relevant form possible;
3. Parents' associations;
4. Other professional associations not necessarily connected with education;
5. All those from the community who have a contribution to make.

Chapter V

PROBLEMS AND STRATEGIES OF CURRICULUM IMPLEMENTATION

As with the problems faced in curriculum designing, covered in the previous chapter, the problems experienced in curriculum implementation are discussed below in a common format, beginning with a discussion of the nature of each problem followed by the experiences of Member States in minimizing it. The write-up on each problem concludes with suggested strategies and suggestions for tackling it for consideration by the governments and concerned authorities.

The participants were of the view that although the problem of shortage of qualified teachers may not fall within the scope of curriculum, the ability of a country to introduce even minor improvements in curricula would be severely limited unless the availability of qualified teachers is ensured.

Shortage of qualified teachers

The dimension of this problem in the participating countries was identified as below:

1. In some countries there is an overall shortage of teachers.
2. In all countries, there is a shortage of teachers in some geographical areas such as remote villages, also of women teachers prepared to work even in less remote areas.
3. Teachers are in short supply in certain subjects like science, mathematics, technology. This shortage may have two dimensions: i.e., there may not be enough teachers with the general educational background in the disciplines or with adequate pedagogical training.

The problem has received prime consideration in all of the participating countries in recent years. Of the measures tried with a degree of success in one or more countries, the participants selected the following as of general transfer value:

A. To meet the shortage of teachers in general:

1. Education is treated as a vocational field, offered as one of the options, at secondary (grades IX-X) and higher secondary (grades XI-XII) stages in the general stream of education.
2. Retired teachers are employed, both to add to the supply of teachers in general, and to meet the shortage in specific areas, in selected disciplines and in girls' schools.

3. Pay-scales and amenities for teachers are improved to the point that the profession of teaching becomes as attractive as other fields. Some country participants reported an effort on the part of their governments to make education more attractive than other public services.

4. Special training units are attached to schools and colleges for the training of teachers as a temporary expedient.

B. To meet the shortage of teachers in remote areas:

Apart from the measures as under 'A' above, the following are the strategies adopted:

1. Administration of education has been decentralized. Separate budget and complete or partial authority have been provided to local areas. The local authorities have funds to give higher salaries to teachers in general, or to teachers with special skills and competencies. Also, the local authorities can re-appropriate funds from one level or type of education to another to meet the need to fill teaching positions.

2. Teachers are recruited without initial pre-service training. They are trained on the job, and during training they draw full salary as they would while working as teachers in schools.

3. Under service-cum-study, and similar other programmes, degree-level university students undertake teaching although they have no teachers' certificate. In some cases, such teachers are provided with intensive orientation courses.

4. The persons engaged in the period of compulsory military service may be used as teachers in remote areas.

C. Special measures to attract teachers of science, mathematics and technical subjects:

Two additional examples of special measures which have been used are the following:

1. Special motivation campaigns have been launched and more attractive salaries have been fixed for teachers of science, mathematics and technical disciplines.

2. Engineering and medical students of universities are encouraged to teach in schools as a part of their period of compulsory social service.

Suggestions on meeting shortages of qualified teachers:

1. Evolve mechanisms for identifying and involving suitable people available in the community, even engaged in other walks of life, during their free time. (These may be Army Officers, curriculum personnel including administrators, and retired people).

2. Attachment of one teacher to more than one school which may involve payment of suitable remuneration.

3. In those areas where there is a shortage of qualified teachers, inducements may be held out in the form of attractive remuneration or other benefits. This may require decentralization of powers, so that each locality can meet its specific needs.

4. Making use of college and university students in various ways, relevant to their fields of specialization, during free time, vacation, or periods of compulsory social or military service.

5. Efficient utilization of the scarce resources of teachers in those categories where there is a shortage of teachers (by getting them to work for additional hours).

6. Ensuring a better distribution of available teachers. For certain areas where there is a shortage of teachers, teachers may be recruited on a local basis.

7. Arranging short-term courses geared to the shortages of teachers in the universities and schools.

Resistance of teachers to the acceptance of their new role

Curriculum change puts heavy demands on teachers, and they may not feel confident to handle the new curriculum. This leads to a feeling of inadequacy among them.

The new curriculum expects the teacher to discontinue acting as a fountainhead of knowledge and to become instead an organizer and manager of education. Under this new conception, the concept and methods of learning are changed. At the same time, the teacher may not be accustomed to the two-way communication between the teacher and the learner in the process of learning. The situation breeds a sense of insecurity on the part of teachers. *

The in-service teacher programmes may exemplify one method while trying to explain to the teachers the use of a radically different method. That is, they may use the method of donor and recipient of knowledge relationship between the teacher and the learner while attempting to teach the method of two-way communication between the teacher and the taught, both teaching and learning from each other. Under this situation, even after their in-service training programme, teachers feel uncomfortable when using the approach of two-way communication and continue to use old methods.

The introduction of new technologies, particularly machines, also generates apprehension (not without some basis) among the teachers that these teaching aids might eventually replace the teachers themselves.

The participants reported several methods adopted in their countries to cope with these problems. Among them, the following are noteworthy:

1. The teachers and the curriculum developers collaborate with each other during the planning and designing of curricula. The teachers

* This, with the accompanying diminished authority, may reflect itself in the attitude of the pupils. (*Editor*)

thus identify themselves with the new programme of studies and participate in the process of developing new curriculum so that they are prepared mentally to accept the changes.

2. The Teachers' associations are formally associated at the critical points in curriculum development. In addition, the Teachers' associations are encouraged to make suggestions to and seek clarifications from curriculum centres and curriculum committees during the process of curriculum change.

3. The teachers are involved not only in curriculum development but also in planning and conduct of the in-service programmes.

4. While promoting the new curricula, the authorities responsible for curriculum change stress the key role of teachers in preparing the curricula and in the implementation thereof.

Suggestions for minimizing the resistance of teachers to changes in their role

1. Some of the views expressed under modernization and broad-based involvement apply to this area as well.

2. Efforts should be directed towards inculcating in them awareness and appreciation of their new role.

3. In the pre-service and in-service training of teachers, their new role should be stressed.

4. Mechanisms should be evolved to involve the teachers themselves in preparing plans for them to act as their own agents of change.

5. Teacher education needs to focus on the teacher's new role and should attempt to suggest this to the teachers without being overbearing and presumptuous, realizing that the teachers are also capable of self-education. On the other hand, the teachers should be involved in exercises designed to create a proper climate of learning, under a variety of situations.

Two problems of in-service education: encroachments on instructional time of pupils and transmission losses in multi-staged in-service training programmes

There are several dimensions to problems in the area of in-service education. A few of them are covered under the previous item since these had relevance to the resistance of teachers to the acceptance of their new role as organizers and managers of learning. Two more problem areas were identified by the participants for consideration.

The first one is the encroachment on the instructional time of pupils when in-service courses are organized throughout the year. The second is the transmission losses which occur if a multi-staged in-service education is organized through such mechanisms as the creation of a group of master teachers first, entrusting to them the responsibility of training school teachers.

The participants agreed that these problems were noted in their countries and that several measures had been adopted in an attempt to solve them, but that a more systematic approach to their solution was clearly needed.

Suggestions for enhancing the effectiveness of in-service teaching programmes

General: The in-service training programmes should be kept under constant review. Attention needs to be paid particularly to the period of training as a whole and, in the case of a multi-staged programme, to each phase. Training should be so conducted that the methodology used in the in-service programme is the same as that which the teachers are supposed to practice in the classroom. The examination system and pupil evaluation should be revised to be in accordance with the objectives of new curricula.

Encroachment on instructional time: The following measures were recommended:

- In-service training programmes should, as far as possible, be organized during vacations.
- In case it is necessary to call teachers for training when the schools are open, the work of teachers going for training should be allocated to other teachers. This would be possible only where there are two or more teachers in a school as well as in the subject of in-service training.
- Where the courses can be organized within the walking or cycling distance of the teachers, these should be held in the teachers' spare time.

Transmission losses: Some of the suggested approaches are:

- Where the institution of master trainers is to be used, the master trainers should be picked from among those who have been actively associated with curriculum development and who also have experience of implementing some curriculum changes in their schools previously.
- The master trainers should be employed on a full-time basis. The authorities should appreciate that transmission losses are inevitable in a multi-staged training programme and measures have to be adopted to minimize such losses. One such measure is to have appropriate evaluation of achievements at the end of each phase of training; i.e., training of master trainers, training of classroom teachers, and assessment of the impact of the latter training on the learning outcomes of pupils.

Lack of appreciation of the role of curriculum centres

The organization of curriculum development along systematic lines and the establishment of mechanisms for this purpose are a recent occurrence in the participating countries. It will take some time before the appreciation of the importance of curriculum development permeates the educational system and even more time before the awareness spreads to all of society. On the part

of the staff of curriculum development centres, there is need for serious re-examination of their new roles and responsibilities.

Innovative ideas do not necessarily come from one group of high-level people at institution level. There is need, therefore, to create mechanisms for ensuring that the innovative ideas of the whole society are tapped and utilized in curriculum building and implementation. This fact points to the need for the staff of the curriculum centres to consider themselves not as the producers of new curricula but as organizers and managers of the exercises leading to innovation of curriculum.

The curriculum development efforts made in the participating countries show that, in many respects, the start already made has been a very promising one. All the centres and agencies represented at the Workshop had been either created or drastically re-organized within the last three years. Another happy situation is that the Government has become conscious of the importance of this activity, with the result that these organizations have been established at a fairly high level; also there is a trend to further raise their status or to create new organizations at still higher levels.

A recent event in one country is the appointment of a Deputy Minister for Innovation in the Ministry of Education in Iran. Whereas the structures and division of responsibilities within this new office are still being prepared, one policy decision already taken is that the curriculum development work which was previously divided among several other agencies in the same Ministry would now be consolidated and channelled through this office. In Iran also, an office of Director-General of Education for Innovation and Technology was established in the Ministry of Science in 1974.

In Indonesia, the Ministry of Education was re-organized during the past year so that the Chairman of the Office of Education and Cultural Development (the office principally devoted to innovation activities which include the responsibility for curriculum development) was placed directly under the Minister of Education.

In Sri Lanka, the Curriculum Development Centre is one of the three major sub-divisions of the Ministry of Education. Similarly, in Pakistan, a 'Curriculum Wing' is one of the four wings of the Ministry of Education. Separate offices for curriculum development have been established at a high level in all of the federating provinces.

The general recognition by society of the importance of curriculum development work would nevertheless take some time to come about. The Curriculum centres of the participating countries would like to operate increasingly as organizers and managers of curriculum development. This change, however, would become effective gradually as proper mechanisms are established to associate in curriculum work the rest of the society.

There is evident need for the curriculum centres to take steps for promoting collaboration by other agencies and orienting other groups and institutions to play their role effectively. Apart from the responsibilities usually entrusted

to curriculum development centres there is a growing recognition that the centres have to undertake certain other types of activities involving communication, generating support for innovations, promoting research and studies,and establishing and sustaining collaboration among the concerned agencies and groups. The responsibilities of curriculum centres may include the following:

1. Building a climate of support for innovations by promoting communication among society on the nature and urgency of innovative activities, using mass media as well as more direct communication;
2. Stressing the importance and urgency of innovation and other studies which have been planned;
3. Undertaking and promoting through existing institutions, research and other studies in order to continuously improve the knowledge-base for curriculum development.
4. Identifying and developing mechanisms for mobilizing all available resources in the country and in the communities for the implementation of innovative activities;
5. Planning innovation with the collaboration of other agencies in and outside the Ministry of Education and in the society as a whole;
6. Programming activities for innovative change and for involving for that purpose the relevant agencies, to ensure co-ordination of effort through vertical and horizontal axes;
7. Supporting identifiable personnel and groups (experts, teachers, parents, students, administrators), as well as institutions (research institutes, universities, colleges, textbook boards) in playing their roles effectively in curriculum development;
8. Managing curriculum development through such actions as staffing, staff development, training, field trials, evaluation and re-development.

Chapter VI

STRENGTHENING COLLABORATION IN CURRICULUM DEVELOPMENT

Introduction

Each participant drew up a list of project titles and indicated several elements of each project which might provide insights in finding solutions to the problems faced by him or for preparing plans. Bearing in mind the APEID modalities for inter-country collaboration, suggestions were made for benefiting from one another's experiences. The workshop as a whole then consolidated the needs of several centres represented at the meeting and the modes of exchange of experiences. It was understood that the participants would finalize their recommendations in this respect, on the basis of further reflections after the Workshop, and in consultation with their colleagues and national authorities.

Recommendations regarding shareable experiences among the centres/institutions of the participants

The participants discussed various areas and types of mutual collaboration and identified the following:

1. Information exchange;
2. ACEID dissemination;
3. High-level visits;
4. Attachment.

Innovation programmes and projects of major interest to the participants were then identified from the shareable experiences of each country as given in the list below:

Indonesia

1. Development School Pilot Project;
2. Structural organization of schools;
3. Non-formal education programmes.

Iran

1. University Revolutionary Corps;
2. Open University;
3. Tribal education;
4. Education Corps;
5. Textbooks.

Pakistan

1. Integration of school with the community : agro-technical studies ;
2. Formative evaluation : microtesting ;
3. Teaching aids ;
4. Open University ;
5. Textbooks : production and distribution.

Sri Lanka

1. Integration of schools and community : pre-vocational studies ;
2. Integrated primary curriculum ;
3. Integrated science curriculum ;
4. Integrated social studies.

The participants then expressed their own interest with regard to each of the innovation projects and programmes of each country in terms of the type of collaboration and exchange. The requirements of these countries as seen by the participants are indicated in Annex VII.

As may be seen in Table 1, for example, the participant from Sri Lanka indicated interest for 'Exchange of information' and 'High-level visits' in connection with Indonesia's 'Development School Pilot Project'. Pakistan participants expressed their interest in 'Exchange of information', 'High-level visits' and 'Attachment' in Indonesia's 'Structural organization of schools' as well as 'Non-formal education programmes'.

General recommendations for collaboration among participating countries

It was suggested by the participants that activities in the area of curriculum development are not limited to the Centres and Institutions represented at this Workshop : other agencies in each participating country are involved in curriculum development and change. There is thus need for collaboration on a broad basis among the participating countries. The following measures were recommended in this connection :

1. The participants of the Workshop should take suitable measures to bring the work of other countries that they had studied to the notice of the relevant agencies within their own country.
2. The agencies represented at the meeting should keep each other informed of their work in future to maintain on an informal basis a continuous flow of information about their work and plans. Also they might seek advice of the sister agencies in other countries whenever they deem it fit.
3. At the implementation stage of various projects, the countries should involve sister agencies of other countries. These agencies should

offer help particularly when the matter to be included in the courses pertains to geographical, historical and socio-economic matters of other countries. In other areas, they may exchange materials to serve as examples for further development in the receiving countries.

Recommendations for ACEID/Unesco

1. All participants of this Workshop should receive copies of all the Reports and other materials on Curriculum Development and Innovation produced under APEID and other programmes.

2. ACEID should assist the Member States in translation of materials produced by participating Centres/Institutions, if there is a demand for such materials by Centres and Institutions in other countries.

3. ACEID may consider the format for the reports of its future meetings and workshops in the light of Chapter II of this Report. This chapter is especially designed to ensure that APEID incorporates the principle of cumulative growth which is one of the principal ways for scientific development. Also, in view of the emerging new conceptions of education itself and other terms associated with it, this recommendation, if implemented, would obviate the chances of ambiguity in the use of these terms in subsequent activities of APEID.

ANNEX I

Agenda

1. Inauguration
2. Election of Officers
3. Review of the experiences of the host country
4. Discussion of key concepts
5. Presentation of their experiences by the participants
6. The role of curriculum centres and their status - their working relationships with and responsibilities towards identifiable groups and institutions for mobilizing their interest, involvement, knowledge, insights and creative potentialities in designing and re-designing curricula.
7. a) The co-ordination of the implementational aspects of curriculum strategies.

   b) The role of the teacher in the light of curriculum development perspective.

   c) In-service education of teachers.

   d) Other areas of special concern to the participants.

8. Visit to Centres of interest: National Bureau of Curriculum and Textbooks, Islamabad; People's Open University, Curriculum Development and Research Centre and Punjab Textbook Board, Lahore; Bureau of Curricula and Extension Wing and Sind Textbook Board, Sind.

ANNEX II

List of Participants at the High-Level Personnel Exchange Workshop on Curriculum Development

INDONESIA

1. Mr. Lexy Moleong
   Head, Secondary School Curriculum Division
   Office of Educational and Cultural Research and Development
   Ministry of Education
   Jln. Gatot, Subroto, Kav. 41-42, Jakarta

2. Mr. A. W. J. Tupanno
   Deputy Director
   Secondary Education
   Jln. Hanglekir, II/16, Jakarta

IRAN

1. Mr. Mohammad Ali Naghibzadeh
   Adviser to Deputy Minister of Education
   Teheran

2. Mr. Behrouz Djazaeri
   Director General
   Office of Educational Innovation and Technology
   Ministry of Science and Higher Education
   Teheran

PAKISTAN

1. Dr. R. A. Shah
   Joint Educational Adviser
   Ministry of Education (Curriculum Wing)
   Government of Pakistan
   Islamabad

2. Mr. Abdullah Khadim Hussain
   Deputy Educational Adviser
   Ministry of Education (Curriculum Wing)
   Government of Pakistan
   Islamabad

3. Prof. S. Kalim
   Director, Curriculum Research and Development Centre
   Punjab Education Department
   141/B/1, Gulberg III
   Lahore

4. Mrs. Shams Abbasi
   Director, Provincial Bureau of Curriculum
   Latifabad, Hyderabad

SRI LANKA

1. Mr. K.D. Ariyadasa
   Deputy Director General of Education
   Bauddhaloka Mawatha
   Colombo 7

SECRETARIAT

Ministry of Education

1. Dr. R.A. Shah
   Chairman
2. Dr. Tahir Hussain (Member)
   Vice Chairman
   National Development Group
3. Mr. S.H.R. Rizvi (Member)
   Secretary
   Pakistan National Commission for Unesco
4. Mr. Abdullah Khadim Hussain
   Secretary

Unesco/ACEID

5. Dr. A. Latif
   Chief of ACEID
   Unesco Regional Office for Education in Asia
   Bangkok

ANNEX III

Documentation for the Workshop

1. Information paper
2. Country papers from the participating countries
   - 2.1 Strategy and Perspective of Curriculum Development in Indonesia
   - 2.2 Educational Innovations in Iran
   - 2.3 A Note on a few Problems in Curriculum Development (Sri Lanka)
   - 2.4 Discussion papers prepared by the host centre
3. Schedule of work
4. Participants' expectations from the Workshop
5. Short write-ups on shareable experiences prepared by the participants

ANNEX IV

Inaugural address by Mr. Abdul Hafeez Pirzada,
Minister for Education and Provincial Co-ordination, Pakistan

Dr. Latif, Dr. Ajmal, Distinguished visiting participants and guests, Excellencies, Ladies and Gentlemen:

I am very happy to be in the midst of experts and scholars from our most friendly countries, Unesco and Pakistan, who are meeting together to discuss key problems and issues in curriculum development. The friendly countries from which the participants have come and Pakistan have many things in common. We have common ideals, we have common problems; we have similar constraints in the difficult task of doing what we want to do and we all are in a hurry to implement plans as quickly as possible; and we have the common experience of living through various frustrations and setbacks. Finally we have in common a firm determination to continue to make sustained efforts against all odds, in spite of all frustrations, to change the face of education.

Curriculum development and implementation is both a critical and very sensitive area in the educational policies of most countries. It is critical because it is through a change and improvement in curriculum that a more beautiful face of education will emerge and it is sensitive because curriculum change directly affects students, parents, teachers, supervisors, citizens and planners.

In countries of the Asian region, amongst others, answers to basic questions are being sought. Why should a child be educated? What are the objectives of his or her education in the context of the socio-economic set-up of the society in which he lives and the direction in which it is being taken? What is he going to learn in the school besides what he is learning elsewhere? How is he going to learn? What strategies would be used to facilitate the teaching/learning process in the formal system of education? How is the teaching/learning process to be evaluated in terms of the objectives for which curriculum has been designed? This involves detailed exercises by a huge cross-section of the entire population which is participating in the educational efforts of a country and long drawn out exercises by specialists and eminent educators. It would be fruitful to share with the representatives of countries with similar problems, similar ideals, similar constraints, the rich experience of undertaking these detailed exercises.

In Pakistan we are committed to bringing about an egalitarian society in which there will be equality of opportunity, justice and fair play. The Education Policy 1972-80, gives education a cataiytic role in society. Education is visualized as a catalytic agent because the entire educational effort in the country is being geared to the object of bringing health and prosperity in society. The new

curriculum, therefore, aims at providing a massive shift, unprecedented in the history of Pakistan, from an aimless theoretical general education to a more purposeful agro-technical education.

The task of curriculum revision, therefore, has acquired a great sense of urgency in the context of the overall developmental effort of Pakistan. We are at present not prepared to lose a single moment in developing and implementing the new curriculum which will give the community the direction that we want. The National Bureau of Curriculum and Textbooks, the Provincial Bureaux of Curriculum, the Textbook Boards and Boards of Education have participated in a big way in the completion of this gigantic task which lay ahead of us. We have been able to introduce the new curriculum up to class IV and intend to introduce it up to grade XII by 1979.

The new curriculum has placed new demands on us, demands of colossal financial resources, increased manpower resources with necessary expertise, added equipment and physical facilities and finally the demand of a deep personal commitment on the part of the teachers, parents, citizens, supervisors and administrators to fulfil this difficult task. In the light of new experiences of neighbouring friendly countries we are exploring new avenues, launching innovative programmes, considering viable alternatives. The teachers have to be trained to take on a new role expected of them. The members of the community are to be convinced to accept new responsibilities including those of facilitating the teaching/learning process in the formal system of education. We have a lot to learn from the experience of Indonesia in launching innovative programmes for universal enrolment at primary level which I understand has met with tremendous success. We need to draw on the rich experiences of Sri Lanka in their curriculum programmes, especially those of bridging the gap between the school and the community. We are to learn from the admirably bold venture of Iran in their adult literacy programme which has converted the ignorant millions of that country into an educated citizenry.

The Asian Programme of Educational Innovation for Development, in collaboration with which we are hosting this High-Level Personnel Exchange Workshop, strikes a resonance with our latest plans, strategies, efforts and aspirations. I understand that the Asian Centre of Innovation for Development has initiated many innovative programmes,especially those in which we are bringing together and pooling the vast resource of rich experience which countries of the Asian region have acquired in their heroic efforts of improving their educational systems. Here was a vast untapped resource which is now being utilized for solving critical problems of countries in the third world.

It appears to me that many issues in curriculum development and implementation such as equilibrium between the equipment requirements in the formal system of education and the resource constraints leading to a search for viable alternatives; the new role of the teacher, i.e. of a manager contributing towards the developmental effort of the community; the new role of the community craftsman, i.e. of a facilitator of learning; programmes for teacher training; the system of evaluation which would make the learning experience more meaningful;

and programmes of production of inexpensive and better textbooks would appear to be some of the problems and issues to be discussed in this Workshop.

It is my hope that the discussions, the sharing of experiences, the exchange of information would add a new dimension, not only to the educational effort of Pakistan, not only to the educational efforts of the friendly countries whose representatives are participating, but to most of the countries of the third world.

I would like to express my deep sense of gratitude to Unesco for providing this opportunity and this forum for such discussions. I would also like to thank the participants of Iran, Indonesia and Sri Lanka for being able to visit Pakistan and thank the chief of ACEID, Unesco, who has found time to join the deliberations of this Workshop. I hope that you will find your stay in Pakistan both enjoyable and professionally rewarding.

Thank you.

ANNEX V

Visits to Innovative Centres and Projects in the Host Country

The participants of the Workshop visited the key innovative centres and projects in Pakistan and held discussions with the staff of these projects on different days as indicated below:

1. National Bureau of Curriculum and Textbooks, Islamabad	2 November
2. People's Open University, Islamabad	7 November
3. Curriculum Research and Development Centre, Punjab, Lahore	8 November
4. Punjab Textbook Board, Lahore	8 November
5. Sind Bureau of Curriculum and Extension Wing, Hyderabad	9 November
6. Sind Textbook Board, Sind	9 November

1. Visit to National Bureau of Curriculum and Textbooks, Islamabad

The work of the Bureau was discussed at a meeting organized at the Bureau and presided over by Capt. Isani, former Director of the Bureau. In his brief opening address, the Chairman explained the functions of the Ministry of Education, Government of Pakistan and the Provincial Departments of Education in respect of curriculum development which is a subject borne on the concurrent list of the Federal and Provincial Governments under the national constitution. He explained the mechanism which has evolved in order to ensure partnership of the Federal and Provincial Governments in promoting curricular changes.

Then, the convenors of several committees presented their reports on different aspects of the work of the Bureau such as the development of curriculum for primary and secondary education, agro-technical studies, textbook production, development of science kits. The presenters of the reports responded to the questions raised by the participants as well as the educators from different educational institutions and the Provincial bureaux who have been invited to the Meeting. One participant from each of the visiting countries, namely, Indonesia, Iran and Sri Lanka discussed the experiences as presented in relation to the activities in their own countries. The participants of the Workshop also responded to the questions which were raised in the course of discussion on the experiences and work of the other countries.

2. Visit to the People's Open University, Islamabad

The Vice-Chancellor of the University, Dr. W.M. Zaki, addressed the participants on the background, organizations, functions and programmes of the University, which is still in a formative stage. He explained how, in the teaching of the Arabic language, the University has developed an instructional package consisting of textbooks and cassette tapes by using the valuable resources of two types; namely, the children of the diplomatic staff of Arabic-speaking countries in Islamabad, and children of the Pakistani diplomats who have worked in Arabic-speaking countries and who have learned the language while they were growing up. Dr. Zaki explained that this method had enabled the University to prepare very useful instructional materials in spite of the scarcity of people in the educational system with competent knowledge of modern Arabic. He also explained the programme of training teachers in this connection. Discussing their future plans, he mentioned the opening of centres for combining tutorials with education through mass media and the current activities of the Institute of Education which is a constituent of the People's Open University, in preparing the tutors for their jobs.

The University, according to the Vice-Chancellor's presentation, would shortly undertake instructional programmes in vocational areas and other fields, and would make use of the staff and facilities of the existing educational institutions throughout the country in implementing its programmes. In answer to a question, he stated that whereas the materials developed by the University would be copyrighted, there would be no problem in granting permission to other countries for using such materials in their work. The University, it was pointed out, was developing a close relationship with a similar institution in Iran.

3. Visit to Curriculum Research and Development Centre, Punjab, Lahore

The participants were introduced to the publications and the materials developed by the Centre. After a brief presentation by the Director of the Centre (Mr. Kaleem) on the work of the Centre, staff members then explained the work of the Centre and its current activities and also gave a short report on the visits that the staff members had undertaken to curriculum development centres in other countries under a Unesco/UNICEF Project in the context of APEID. The Curriculum Research and Development Centre, Punjab, it was pointed out, was also working at the moment on the following research projects whose reports can be of some use:

a) A study of factors in drop-outs (started in 1974 and likely to be completed by end of 1976);

b) A study of the social attitudes vis-à-vis curriculum development (started in 1974 and likely to be completed by end of 1976);

c) A study of the nutritional habits of children vis-à-vis curriculum development (started in 1974 and likely to be completed by end of 1975);

d) Integrated textbooks for grades I-III: The CRDC Punjab is evolving an integrated textbook for grade I (integrating textbooks of Urdu, science, social studies and Islamiyat).

4. Visit to Sind Bureau of Curriculum and Extension Wing, Hyderabad

The Director of the Centre, Mrs. Shamus Abbasi, introduced the participants to the publications and materials developed by the Centre. She and her staff members then explained to the participants the current activities and the past achievements of the Centre, stressing the close linkages that the Centre had established with the National Bureau and the sister bureaux/centres in the Provinces. The staff members of the Centre gave an account of the visits made by the staff of this Centre to curriculum development centres and projects in other Asian countries on the Unesco/UNICEF Project under APEID.

The Centre has undertaken the following research projects:

a) Teachers' performance in primary schools of the Hyderabad region, in particular as a base for secondary education in general;

b) A critical study of agro-technical education in the middle and secondary schools in Sind and ways and means for improvement;

c) Development of printed materials for a motivational programme for adult education in Sind.

Another feature of interest in Sind Province is the organization of the Centre which covers curriculum development, in-service training of teachers, development of teaching aids. Implementation of curricular change is greatly facilitated under this organizational set-up.

5. Visits to Punjab and Sind Textbook Boards

The Boards are charged with the preparation, production and delivery of the textbooks and teachers' guides for grades I to XII. The participants were shown the work and progress and the materials and procedures used by the Textbook Boards ensuring timely supply of textbooks to the students, the measures adopted for improving the quality of the books and for keeping their cost to the minimum. The Textbook Boards, it was pointed out, work in co-operation with the Federal and Provincial bureaux/centres in curriculum development and make use of the staff of educational institutions and individual scholars for preparation and evaluation of the textual materials.

ANNEX VI

CHARACTERISTICS OF BASIC EDUCATION

A. Extracts from the APEID Programme Development Meeting, November 1973 (Report on the Work Plans of APEID)

The following are some of the major concept characteristics of Basic Education, which will provide guidelines for activities in curriculum development, evaluation, production of instructional materials, and other activities associated with curriculum development:

1. Exposure to broad areas of learning: Development of a broad basis and wide choice for the pursuit of further learning; familiarity with the nature and structure of different disciplines of knowledge instead of their content only; mastery over essential elements; skill in adopting the tools of learning and specific methods of inquiring in different subjects.

2. Enhancement of educability: Competence to profit from different learning strategies, media and sources with or without a teacher, through inter-learning and through self-learning; flexibility in adopting alternative learning styles; ability to identify learning needs; planning, conduct, and evaluation of study and making improvements; development of basic learning and intellectual skills.

3. Contribution to development: Competence to contribute to personal, social and economic development; commitment to social responsibility, including participation in community activities and sharing of experiences; linking of general education to work-oriented purposeful practical experiences.

4. Contribution to life styles: Awareness of the need to continue learning and share learning; ability to plan and reorganize leisure, work and study; awareness of the need for adaptability in personal, family, and collective social life-styles; awareness of cultural heritage in own and other countries.

B. Extracts from APEID report on Teacher Education and Curriculum for Development (Quezon City, Philippines, May 1975)

1. Review of the country presentations showed that the participating Member States are moving in the direction of making their educational system available and relevant to the entire society. The Workshop decided to call this emerging pattern of education "Basic Functional Education". The new education is tending to become functional in the sense that it is designed to cover the total needs of the children,

including their health and nutrition; enhance their capacity for development through training in appropriate skill; and contribute to the national goals of social justice, by extending educational opportunities to disadvantaged groups such as the rural population.

2. These three areas, namely, health and nutrition, rural development of employable skills training and rural transformation, serve as the core of the educational programme around which the entire learning programmes are being developed, with due regard to individual and societal differences with respect to conditions, needs and prospects.

ANNEX VII

Suggested types of collaboration for exchange of specific experiences

KEY

1. Information Exchange
2. ACEID dissemination
3. High-level visit
4. Attachment

Country/Project	Type of collaboration 1	2	3	4	Countries interested
INDONESIA					
1. Development School Pilot Project	/		/		Sri Lanka
2. Structural Organization of Schools	/		/	/	Pakistan
3. Non-formal Education Programmes	/		/	/	Pakistan
IRAN					
1. University Revolutionary Corps	/	/	/	/	Pakistan
				/	Indonesia
	/		/		Sri Lanka
2. Open University	/		/		Sri Lanka
	/				Indonesia
3. Tribal Education	/		/	/	Pakistan
4. Education Corps	/	/	/	/	Pakistan
5. Textbooks	/	/	/	/	Pakistan
PAKISTAN					
1. Integration of the School with Community: Agro-technical Studies				/	Sri Lanka
	/		/	/	Indonesia

Suggested types of collaboration for exchange of specific experiences (cont'd)

Country/Project	Type of collaboration 1	2	3	4	Countries interested
PAKISTAN (cont'd)					
2. Formative Evaluation: Micro-teaching				/	Sri Lanka
	/	/	/	/	Indonesia
3. Teaching Kits	/				Iran
4. Open University			/		Sri Lanka
	/	/	/	/	Iran
5. Textbook Boards: Production and Distribution		/	/		Iran
SRI LANKA					
1. Integration of School and Community: Pre-vocational Studies	/	/	/	/	Pakistan
			/	/	Indonesia
	/		/		Iran
2. Integrated Primary Curriculum			/	/	Iran
3. Integrated Science Curriculum		/			Iran
	/			/	Indonesia
	/	/	/	/	Pakistan
4. Integrated Social Studies Curriculum	/		/	/	Indonesia
	/			/	Pakistan